

GREEN SEA FLOYDS ELEMENTARY

5000 Tulip Grove Road
Green Sea, SC 29545

GRADES PK-6 Elementary School

ENROLLMENT 629 Students

PRINCIPAL Shirley H. Huggins 843-392-1078

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	13	51	13	1

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

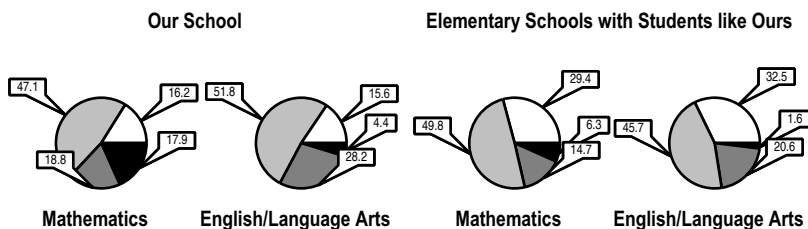
FOR MORE INFORMATION, VISIT WEBSITES AT:




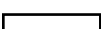
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Excellent	N/A
2003	Good	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	86	71
Percent satisfied with learning environment	87.8%	87.2%	80.3%
Percent satisfied with social and physical environment	90.2%	86.6%	67.2%
Percent satisfied with home-school relations	63.4%	93.0%	75.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	372	100.0	15.6	51.8	28.2	4.4	32.6	17.6
Gender								
Male	185	100.0	20.1	50.9	26.6	2.4	29.0	17.6
Female	187	100.0	11.1	52.6	29.8	6.4	36.3	17.6
Racial/Ethnic Group								
White	195	100.0	7.8	48.6	36.9	6.7	43.6	17.6
African-American	161	100.0	25.2	54.3	18.5	2.0	20.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	13	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	303	100.0	14.9	47.0	32.7	5.3	38.1	17.6
Disabled	69	100.0	18.6	74.6	6.8	N/A	6.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	372	100.0	15.6	51.8	28.2	4.4	32.6	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	369	100.0	15.3	51.9	28.3	4.4	32.7	17.6
Socio-Economic Status								
Subsidized meals	300	100.0	18.3	54.9	23.4	3.3	26.7	17.6
Full-pay meals	70	100.0	4.5	38.8	47.8	9.0	56.7	17.6

Mathematics								
All students	372	100.0	16.2	47.1	18.8	17.9	36.8	15.5
Gender								
Male	185	100.0	14.2	48.5	20.7	16.6	37.3	15.5
Female	187	100.0	18.1	45.6	17.0	19.3	36.3	15.5
Racial/Ethnic Group								
White	195	100.0	7.8	41.3	23.5	27.4	50.8	15.5
African-American	161	100.0	26.5	52.3	13.9	7.3	21.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	13	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	303	100.0	14.2	44.1	21.0	20.6	41.6	15.5
Disabled	69	100.0	25.4	61.0	8.5	5.1	13.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	372	100.0	16.2	47.1	18.8	17.9	36.8	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	369	100.0	16.2	46.9	18.9	18.0	36.9	15.5
Socio-Economic Status								
Subsidized meals	300	100.0	19.4	52.0	17.2	11.4	28.6	15.5
Full-pay meals	70	100.0	3.0	26.9	25.4	44.8	70.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	89	N/A	12.4	47.2	39.3	1.1	40.4
	Grade 4	92	N/A	8.8	65.9	23.1	2.2	25.3
	Grade 5	84	N/A	22.0	59.8	18.3	N/A	18.3
	Grade 6	89	N/A	24.1	46.0	23.0	6.9	29.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	90	100.0	8.3	48.8	38.1	4.8	42.9
	Grade 4	94	100.0	12.5	48.9	36.4	2.3	38.6
	Grade 5	89	100.0	24.4	54.9	17.1	3.7	20.7
	Grade 6	99	100.0	17.4	54.7	20.9	7.0	27.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	89	N/A	21.3	36.0	24.7	18.0	42.7
	Grade 4	92	N/A	24.2	45.1	19.8	11.0	30.8
	Grade 5	84	N/A	25.6	45.1	23.2	6.1	29.3
	Grade 6	89	N/A	23.0	42.5	24.1	10.3	34.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	90	100.0	16.7	52.4	17.9	13.1	31.0
	Grade 4	94	100.0	14.8	38.6	17.0	29.5	46.6
	Grade 5	89	100.0	18.3	57.3	12.2	12.2	24.4
	Grade 6	99	100.0	15.1	40.7	27.9	16.3	44.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 629)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.6%	Down from 4.9%	3.4%	2.4%
Attendance rate	96.1%	Down from 96.3%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	18.3%	Up from 12.6%	8.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.1%	Down from 10.3%	9.2%	8.0%
Older than usual for grade	1.7%	Down from 3.0%	2.0%	1.1%
Suspended or expelled	0.6%	Down from 1.7%	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	28.3%	No change	43.9%	50.0%
Continuing contract teachers	80.4%	Down from 84.8%	83.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.0%	Down from 89.6%	83.7%	86.2%
Teacher attendance rate	94.2%	Up from 92.4%	94.7%	95.3%
Average teacher salary	\$40,521	Up 0.3%	\$39,237	\$39,909
Prof. development days/teacher	12.1 days	Down from 17.5 days	12.1 days	11.4 days

School				
Principal's years at school	19.0	Up from 18.0	3.0	4.0
Student-teacher ratio	19.9 to 1	Up from 17.6 to 1	17.5 to 1	18.9 to 1
Prime instructional time	89.3%	Up from 87.0%	89.3%	89.7%
Dollars spent per pupil*	\$6,084	Up 4.7%	\$6,084	\$5,892
Percent spent on teacher salaries*	64.1%	Up from 63.5%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Green Sea Floyds Elementary is a rural school with a unique structure that spans pre-kindergarten through sixth grade. Our staff and students continued working hard toward reaching our school's vision: "By 2005, Green Sea Floyds Elementary will be the top performing school of its kind in South Carolina." New strategies were implemented that enhanced the state's curriculum standards and district's learning models. We have monitored students' progress continuously and provided assistance through special programs. The programs which were offered are as follows:

Family Reading Night was held every Thursday evening with great participation;
Math Celebration recognized 211 students;
Larson's Math Program was offered to all students in K-6th grades;
After-school program served 106 students;
Special tutorial funds were given to assist some students in the regular classroom;
The Renaissance Program presented 1748 awards to students;
20,279 points were earned by the students in the Accelerated Reading Program with seven students receiving \$25 gift certificates for being the top readers in the school;
The PTA raised money to fund needed incentives and materials for the students;
Student Council members collected food for needy families;
Reading Recovery services were provided to eligible first grade students and an early reading intervention program was added to assist kindergarten students in the area of reading;
The family-school coordinator offered parenting workshops and assisted some second graders with the Reaching Up For Reading Program.

Our staff participated in intensive staff development to learn about new strategies in the teaching of reading and math. After reviewing PACT results and other diagnostic tools, each grade level developed an instructional calendar. MAP testing was introduced as another diagnostic instrument to determine what standards were strengths and weaknesses. Furthermore, the curriculum specialist met weekly with grade level teachers to design instructional focus lessons and discuss new teaching strategies based on effective schools research.

Our focus for 2004 will be how to best differentiate instruction to meet the learning needs of all students. This will be a new challenge that will assist all students in reaching new levels of learning.

Shirley Huggins, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.